

TECHNOLOGICAL SOCIETY PROGRAM

TO SEE THE CONSEQUENCES BEYOND THE PROPOSITIONS

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SGWU ISSUES & EVENTS



Dean of Science Sam Madras: "Our challenge is survival."

Dean of Science Sam Madras is worried: "Unless we gear ourselves to survival", he said, "the problems will be insurmountable."

Picking up a copy of "Science", Madras pointed to a chart. "Look at the priorities," he said indicating that nuclear holocaust and environmental destruction were listed as the first and second musts that the technological society has to prevent. "Our challenge is survival."

"There will have to be a change in teaching," Madras said underlining his proposal for a technological society program. "A given presentation will have to bring with it the consequences beyond the propositions given in the presentation. Perhaps," Madras suggested, "that's the meaning of the word relevant."

"If we're going to face up to the accusation that the scientific method causes only crass materialism," he said, "we're going to have to take up the challenge. In many ways," he argued, "scientific method is the only way of obtaining important knowledge."

Madras would like to see a more rounded science graduate, someone equipped with the sociology, economics and other necessary background to enable him to have the foresight to direct and control science. The Science Dean outlined his proposed interdisciplinary program on the technological society.

The program looks at Science through six related topics, the first showing how science has changed the world since 1945, from industry and communication to urbanization and medicine.

After outlining the present position of science research, the program then looks to the future, where emphasis would be placed on those areas of scientific research which would most likely have the greatest influence on society. This would touch on all the major avenues of research from high-energy physics to heart transplants and environmental control.

The program will also try to analyse the social aspects of the technological society, through economics, sociology and administration. Here, emphasis would be on the automation, produc-

tivity and consumption of scientifically-based industry and the financing of industrial research in the government, private and university sectors.

The sociological aspects of study would try to define the social structures of the technological society through its managerial, participating and non-participating classes as well as minorities in the emerging society. This part of the program would also try to tackle the question of the effectiveness of certain vehicles for social change, planned social change by government versus change induced by protest groups.

Administration of government and industry, decision-making and information techniques will also be studied.

Another section of the proposed program would deal with the conflict of values, pitting the corporate and entrepreneurial groups with their "practical" outlook against the humanistic, non-managerial groups which reject the idea that technology, in its present form, is progress.

Canada's technological society would be studied in relation to her involve-

ment in the United States economy in addition to studies of population and geography.

The program would appropriately conclude with the mapping out of a science policy for Canada through the application of all the related disciplines.

Madras suggested that it's implementation be done as a joint Faculty effort and that the program be open to all students. "I'd like to see our best science students take the program," Madras said, "but I'm not sure exactly how it should be incorporated into the science curriculum." The program would run for three years or less, preparing students for graduate work in similar areas.

The project was given preliminary study by the curriculum committee of the Faculty of Arts and may be taken up by the Humanities of Science department. The next round comes when Dean Madras presents his proposals to the Science Faculty Council.

"Our biggest crisis is change and how well we deal with it," Madras said. "We must meet the challenge." ●



INSIDE...

More on the search for educational change from Scot Gardiner on page 3; a report on University Council on page 2.

Sets up study of evaluation methods

University Council endorses course system

The Curriculum Coordinating Committee reported to the January 27 meeting of University Council on the treatment of academic credit in the new undergraduate program that is to be introduced in the 1971-72 academic year. The following recommendation was accepted by University Council:

In view of the fact that a special committee of the Conference of Rectors is now studying the credit system, it would appear appropriate that we should not get involved in a complex system at the present time, when this might have to be changed in the near future. Nevertheless, since Engineering has agreed upon a credit base with all the other Engineering faculties of the Province, it is clearly undesirable to make any changes in this area; besides, the Engineering credit system has always been different. It is therefore recommended that during the period of transition the Faculties of Arts, Commerce and Science should operate on a "course" system. This means in effect that degrees would be awarded as follows:

EIC award

Tony Marcil, a fifth-year mechanical engineering student at Sir George, has won first prize in the Engineering Institute of Canada's province-wide competition for technical papers.

Mr. Marcil delivered a bilingual paper on "The Sleeve Bearing as a System" at EIC student papers night held recently at Loyola.

History for high schools

A series of Saturday lectures in history for high school students has started at Sir George Williams University.

Sponsored by SGWU and the Quebec Association of Teachers of History, the university series aims at enriching the current high school curriculum and developing a continuing interest in the subject.

Over 300 students from high schools throughout the Montreal area attended last Saturday's opening lectures. Two lectures are given, with discussion encouraged.

The lectures start at 10 a.m. in room 635 of the Hall Building. The remaining schedule:

March 7, 10 a.m. - Prof. G. Adams (McGill, Loyola) on "Nationalism in 19th Century Europe"

11 a.m. - Prof. T. Copp (McGill, Loyola) on "Nationalism in Canada"

March 14, 10 a.m. - Prof. E. McCullough (SGWU) on "Origins of World War I in Europe"

11 a.m. - Prof. T. Copp (McGill, Loyola) on "Canada and World War I"

March 21, 10 a.m. - Prof. C. Bertrand (SGWU) on "Fascism in Italy"

11 a.m. - Prof. Cameron Nish (SGWU) on "Separatism in Quebec"

Arts - 15 full courses or equivalent
Science - 15 full courses or equivalent
Commerce - 17 full courses (34 semester courses) (18/36 for Honours)

The following definition is suggested for a "course":

"A course is a curriculum unit based usually on 3 lecture hours per week for an academic year, plus other scheduled activities, which in some cases may replace lecture hours, and personal work, or, in the case of the Evening division, the accepted equivalent."

The Committee also recommended that: "In view of the varying methods proposed by the different faculties to ensure quality control, some of which involve Grade Point Averages of various kinds, this whole matter should form part of a general study of the whole matter of evaluation, both of student performance and of instruction, and that appropriate measures be taken immediately to organize such a study."

There was considerable discussion of both the short-term need to reconcile the evaluation methods employed by different faculties and the long-term approach to a large problem involving the use of examinations, marks and grades, etc. Dr. Despland reported that the Experimental Programs Committee of the Faculty of Arts as well as a special committee had been working on this overall question, which he described as "momentous" in view of its impact on the nature of education and the quality of the University degree. The Arts people should be associated with the wider study. Dr. O'Brien was concerned about the problems arising from faculties having different systems, for instance in the transfer of student records to other universities. University Council could not merely review and accept faculty recommendations. Professor Whitelaw, who has presented the Curriculum Coordinating Committee report, drew attention to the "delicate issue" of evaluation. Ought this to be left to student course guides or should there be some regular system, which would include means for improving the quality of instruction? Dean Madras noted that members of faculty were more and more expressing doubt about the validity of examinations, and ignoring them in various ways. The Registrar pressed for a decision in time for him to publish the 1971-72 calendar by December 1970.

It appeared, however, that the Faculty Councils had generally accepted the grade point average approach, and it was decided to have the steering committee approach Dr. John Macdonald, chairman of the Department of Education, to look into the feasibility of setting up a task force along the proposed lines. If such a task force were set up, and if it looked like a long job, the Curriculum Planning Committee would be called on to work with it on a short-term statement in time for the 1970-71 calendar.

Seminar week will be retained

Mr. Adams, reporting on seminar week, gave figures to show that very little use appeared to have been made of it. On Monday 21 rooms had been booked, with 3 of these for seminars, on Tuesday 19,

with six for seminars, on Wednesday 34, with 10 for seminars. Physical Plant checks had shown similar limited usage. He suggested there be a return to the previous system of keeping a whole week for study just before examinations, instead of taking three of the five working days for so-called seminar week.

Dr. Despland agreed that the experimental and creative aspect of seminar week had been overemphasized; Mr. Denneboom suggested changing the name to ski week. Mr. Litvack felt there had been great confusion about the original purpose and the concept was not given a fair chance; it should be tried for one more year. Dr. French noted that it provided an excellent opportunity to catch up on special work, term papers, etc. as well as to go skiing. Finally, it was agreed to retain three seminar days, but that a great deal more planning and communication was required to make them effective.

Referring to the effect of introducing a three-year major for all students, Dr. Despland expressed concern that this could create greater demand for certain disciplines than departments could cope with or the employment market justified. There appeared need for an admissions policy or setting quotas. It was agreed that this was a matter for the Enrolment Committee of University Council.

The following appointments were approved:

Chairman of the University Library Committee... Professor Mann
Member of the Loyola-Sir George Domestic Committee... Dr. Widdows
Member of the Rules Committee of University Council, replacing Mr. Ritchie... Miss Penny Monk

Members of a task force on financial aid for graduate students... Professors Sahni (chairman), du Plessis, Poteet, Ibrahim and Mallen, and Mr. Selwood, Development Officer.

Evening students added to Arts and Commerce Faculty Councils

The addition of two evening students to Arts Faculty Council and one evening student to Commerce Faculty Council was approved.

Mr. Litvack then proposed that all Arts students be appointed by election with a minimum participation of 25 per cent of both day and evening representatives.

Code's Hearing Committee

Members have been named to the Preliminary Hearing Committee, established by an amendment to the Code of Student Behaviour.

They are William Friedman, appointed by the SA; André Itzkovits, appointed by the ESA; and Associate Professor Robert Curnew, appointed by University Council.

A lengthy and lively debate followed. Mr. Litvack noted that last year 35 per cent of day students had in fact voted. Dr. Norman Smith did not like the idea of prescribing a system. Professor Jain noted that the executive committee made the appointment in Commerce. Professor Hassan reported that Engineering students were elected. Dr. O'Brien stated that there was nothing in the regulations approved by the Board of Governors to preclude University Council from prescribing the way students should be elected. Dr. Despland felt it could prove an interesting experiment. Mr. Denneboom felt it was impossible to get 25 per cent of evening students to vote, and proposed a reduction to 20 per cent. A sub-amendment was then put forward setting the figures at 25 per cent for day students and 10 per cent for evening. Mr. Litvack pointed out that the ESA had accepted a minimum of 20 per cent for elections to the University Council on Student Life. Dr. O'Brien expressed concern that there had not been sufficient examination of the pros and cons of both election and a minimum voting percentage, and it was noted that a committee of University Council was in fact studying the whole question of student representation.

Finally, all the proposals regarding a minimum percentage and the requirement for an election were defeated, the former overwhelmingly, the latter by a 10 to 8 vote. Professor Wills remarked in conclusion that there was something wrong if the apathy of one group of students made it impossible to establish an equal voting system for everyone. A close, hard look at the problem was required.

Woodrow Wilson winners

Four SGWU graduating students have been elected winners in the annual Woodrow Wilson National Fellowship competition. They were named as among "the most intellectually promising 1970 graduates planning careers as college teachers."

Sir George Woodrow Wilson Designates are Mrs. Agnes H. Bokross (English literature), John Cooper (English literature), Mrs. Audrey B. Craighead (Economics), and Donald M. Young (History).

A list of designates is sent to graduate school deans throughout the US and Canada with recommendation that the schools provide winners with graduate fellowships. The Ford Foundation backs up the recommendation by reserving 50 fellowships for Canadian designates who fail to receive support from graduate schools of their choice.

Sir George students given honorable mention listing were Dennis E.S. Bockus (English literature), Simson Carlebach (Philosophy), and Mrs. Penelope S. McCurdy (History).

Smorgasbord U.

All you can eat for \$4.50

Psychology professor Scotty Gardiner leaves Sir George in May, possibly for goods: "I'm overpaid and overtrained for what I'm doing," he said.

Gardiner said that he wanted to explore other avenues of experimental education, discover other lifestyles, and generally try to re-think what his role in education is. "Over the last few months, I've discovered how irrelevant I am to the kids in Explorations I. Maybe," he said, "they don't want to learn the things I've learned. Why should I impose my values on them?"

"University will have to change from its present structure before they tear it down," he warned. Gardiner is not necessarily proposing that the alternative to structure is non-structure, but that the community should be looking for alternative structures. "We should possibly have a kind of smorgasbord, where you can come in and eat all you want for \$4.50."

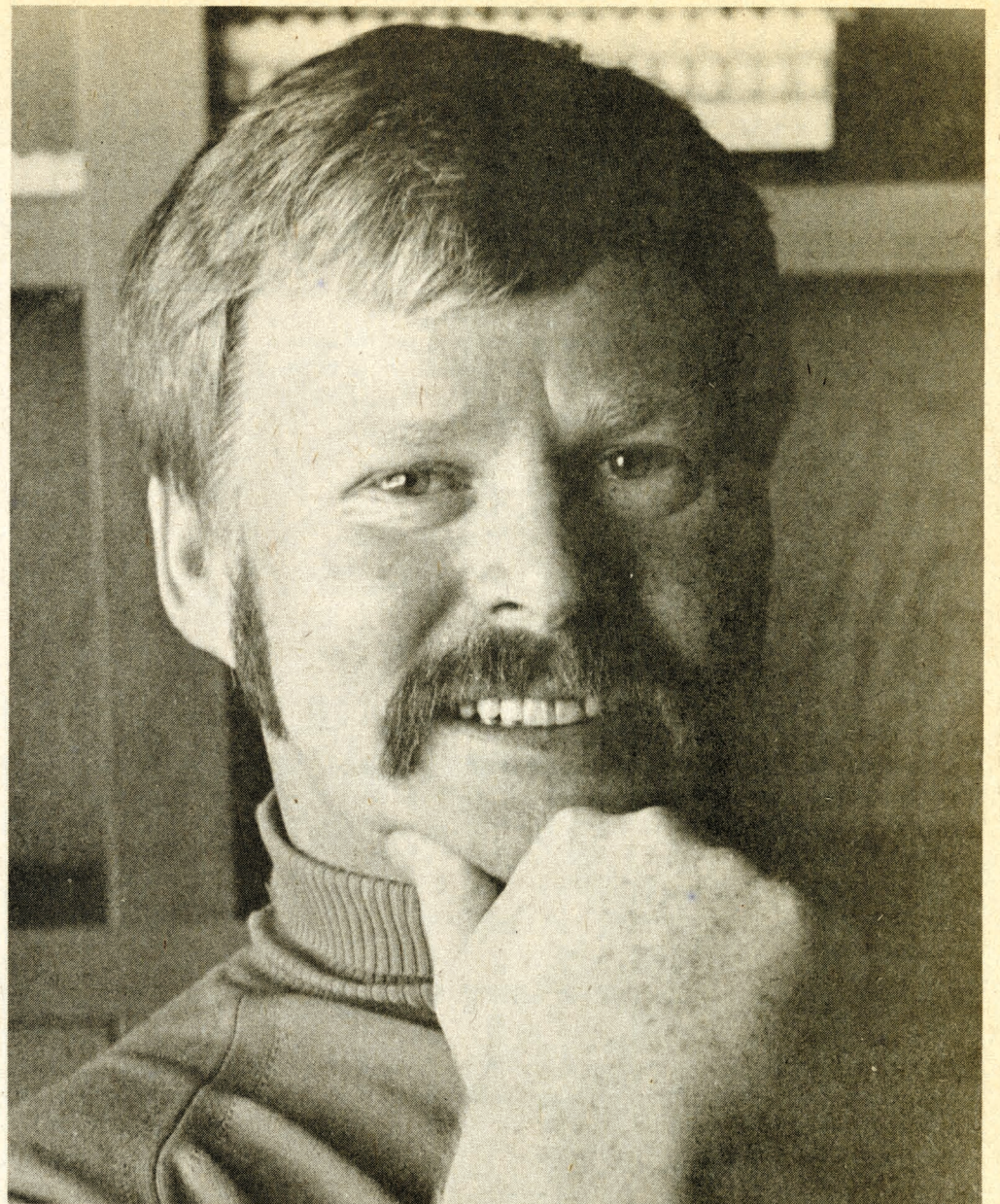
In other words, Gardiner said, the student could come into a collage of different communities and try one thing for a month and possibly move on to something that he liked better. This, he said, could be done through action groups, if people wanted to learn by actually doing things, or through institutes where students

could follow their particular academic interests, or even guilds for students who like working with their hands.

"After all these years," he said, "I'm beginning to see the futility of this treadmill existence, this presbyterian work ethic. All the things I've learned in the 60 hours I've worked every week for the past 15 years are irrelevant to the kids. Anything I've had to offer to them has been from my extra-curricular experiences."

While on his voyage of exploration next year, the assistant professor will be working towards completing his second and third books. "I'll be going to my publisher in Belmont, California to work on a text on Cognition," he said. When Gardiner is later free to settle down to work on an education reform book, he'll be using much of what he has experienced in the Explorations One program as a basis.

"I write in a stream of consciousness," said Gardiner referring to an array of notes that were taped in columns on the wall. "I just write down all that I can think of about a particular subject, then tape it to the wall. If I happen to think of something about it in the street I make a note of it on a card which I then put up on the wall." After reaching a point where he thinks that he has exhausted the subject, Gardiner will



then set about working the material into a pattern.

"A lot of people say, 'Well I couldn't do that. It's too organized', suggesting that the method is not very creative. But I was surprised to discover that I could write from nine o'clock to six every day last summer and just because I don't sit around waiting for a thought, I don't think that it's any less creative," Gardiner argued.

In less than two weeks, Gardiner's first book, an introductory psychology text, will be released. "The textbook has made me redundant." Written from his lecture notes, the text is anything but conventional. In fact, the advance leaflet on the book warns prospective buyers that if they're looking for the conventional format, they'd better look elsewhere.

Concerning the obsession that many have for objective textbooks, Gardiner suggests that his methods might serve as a better aid to students. Consider: "You are a student of Gardiner, who was a student of Ryan, who was a student of Bentley, who was a student of Titchener, who was a student of Wundt, who founded the first psychological laboratory" as against "The first psychological laboratory was founded at Leipzig in 1879 by Wilhelm Wundt." One of the many innovations includes a diagram of the hierarchical structure of the book replacing the usual table of contents so that students will have easy reference to what they're studying in relation to other fields.

"People either love it or hate it," Gardiner said when asked how the book was received by critics. "Nobody was mediocrity impolite about it," he quipped.

The Explorations I instructor said that he wanted to get out of linear structures and create a text which would consist of a series of punched cards whereby students could push a stick through the punched holes to obtain all the cards concerning a particular topic. The system would also include blank cards so that the students could add their own notes to the text. "I don't know if we can go ahead with it," Gardiner said. "The publishers are looking at the economics of it. Every year," he said, "I meet more and more students and want more and more to write better texts and to design a better learning environment for them, but find I have less and less time."

"For the next fifteen months anyway," he said, "I'll be travelling around in a Volkswagen camper, visiting different educational and living environments."

"But," he warned, "I may find in my explorations that I can no longer continue to teach in a traditional university."



"I've discovered how irrelevant I am to the kids in Explorations."

THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon **Wednesday** for the following week's events.

MONDAY 9

WEISSMAN and MAIN GALLERIES: SGWU Collection - new acquisitions, until tomorrow.

SMALL GALLERY: "How Prints are Made", until March 23.

CHANNEL 4: "Communications and Society" - a series of videotaped lectures by Prof. Charles Siepman, NYU; this week "The Case for Instructional Television" (part 2) at 10, 10:30 a.m., 2 and 2:30 p.m. through Friday; may be viewed in individual carrels in H-523.

INSTRUCTIONAL TECHNOLOGY: The didactic film with NFB films "Embryonic development - The Chick", "Universe" and "Energy and Matter" at 3:45 and 8:30 p.m. in H-937; free.

COMMITTEE FOR SOCIAL RESPONSIBILITY IN SCIENCE: Meeting in H-110 at 8:30 p.m.

"CAN YOU ALL HEAR AT THE BACK?": A lawyer tells students about the potential hassles in leases (part 2) on University channel 9 at 10, 11 a.m., 1, 3 and 6 p.m. Monday through Friday.

EVENING STUDENTS' ASSOCIATION: General elections with polling booths on the mezzanine of the Hall Building and second floor of the Norris Building, Monday through Friday 5 to 11 p.m., Saturday 10 a.m. to 2 p.m.

POLITICAL SCIENCE DEPARTMENT: D.R. Yeomans, assistant deputy minister for Supplies and Services, speaks on "The Canadian Administration: Myth and Reality" at 3:45 p.m. and 8:30 p.m. in H-607.

Polish-modern



Nine samples of modern Polish cinema will be presented by the Conservatory of Cinematographic Art beginning Thursday; among them are "Shifting Sands" (top) and "The Barrier."

TUESDAY 10

HISTORY DEPARTMENT: SGWU prof Irving H. Smith speaks on "Fifty Years of Soviet Foreign Policy" at 8:30 p.m. in H-635.

WEDNESDAY 11

GEORGIAN FILM SOCIETY: The mini-festival continues with Dana Andrews, Richard Conte, and Benson Fong in "The Purple Heart" (1944) at 1:05 p.m. and Stan Laurel and Oliver Hardy in "Sons of the Desert" (1934) at 2:40 p.m.; both for 25c in H-110.

THURSDAY 12

BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769.

CONSERVATORY OF CINEMATOGRAPHIC ART: Modern Polish cinema through next Monday; tonight "Gra" ("The Game" - English subtitles), a 1969 film by Jerzy Kawalerowicz, at 7 p.m. in H-110; "Bariera" ("La Barrière" - French subtitles), Jerzy Skolimowski, 1966, at 9 p.m. (On evenings when two films are presented the price at 7 p.m. for both shows is \$1.00 for students, \$1.50 for non-students - tickets will not be sold for the 7 p.m. show only; price for the 9 p.m. show only is 50c for students, 75c for non-students.)

INTERNATIONAL FLOWER FESTIVAL: 15 SGWU girls model in the afternoon fashion parade at piers 5 and 10 (passenger terminals) of the Nationals Harbours Board from 10 a.m. to 10 p.m. through next Wednesday; student tickets at the Hall Building information desk for 75c (25c of which goes to the SGWU Student Loan Fund).

FRIDAY 13

COMMERCE FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769.

PHILOSOPHY DEPARTMENT: Meeting of the Philosophy Council at 10:30 a.m. in H-769.

POETRY SERIES: Al Purdy reads at 9:00 p.m. in H-651.

WEISSMAN and MAIN GALLERIES: Fine Arts students' annual exhibition, until March 30.

CONSERVATORY OF CINEMATOGRAPHIC ART: Polish films "Pociąg" ("Train de Nuit" - French subtitles) by Jerzy Kawalerowicz, 1959, at 7 p.m.; and "Lalka" ("The Doll" - English subtitles), Wojciech Jerzy Has, 1968, at 9 p.m. in H-110.

SATURDAY 14

HISTORY DEPARTMENT: High school lecture series with SGWU prof E. McCullough on "Origins of World War I in Europe" at 10 a.m. in H-635, and McGill-Loyola prof T. Copp on "Canada and World War I" at 11 a.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: Polish films "Czlowtek Z M-3" ("The Man on the Third Floor" - English subtitles) directed by Leon Jeannot, 1969, at 7 p.m. in H-110; and "Struktura Kryształu" ("La Structure du Cristal" - French subtitles), by Krzysztof Zanussi, 1968, at 9 p.m.

SUNDAY 15

MASS: 1:30 a.m. at 2185 Bishop.

CONSERVATORY OF CINEMATOGRAPHIC ART: Polish films "Zbyszek" (French subtitles) - Jan Laskowski's 1969 documentary tribute to the late actor Zbigniew Cybulski - at 7 p.m.; and "Ruchome Piaski" ("Shifting Sands" - English subtitles), directed by Wladyslaw Slesicki, 1968, at 9 p.m. in H-110.

CHANNEL 9: "Can you all hear at the back?" with NYU's Dr. Charles Siepman on "ITV in Higher Education" and a French 211 language lab exercise for those with Cable TV.

poetry corner

"Honey you're awful lucky I ever came home you're so bloody homely and the girls out there so beautiful so hell it must be love I guess"

Ameliasburg, Ontario poet Al Purdy wrote that.

He will read his poems Friday, March 13 at 9 p.m. in H-651.

SGWU ISSUES & EVENTS

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